

ICSE CLASS - VIII

HISTORY Syllabus

The Modern World

Theme 1: A Period of Transition

The theme 'A Period of Transition' will enable children to understand the process of change in the world due to the renaissance, industrial revolution and imperialism. The renaissance was a socio-cultural movement that spanned between the 14th-18th centuries. It influenced literature, philosophy, art, politics, science and religion. Industrial revolution and imperialism marked a lasting impact on the countries across the globe. In a globalized society, an understanding of the different periods of transition is critical for developing the understanding of children about the modern world.

Learning outcomes:

Children will be able to:

- ✓ create a general idea of events and changes that occurred all over the world during the period of study;
- ✓ identify the basic differences between primary and secondary sources;
- ✓ recognize, understand and reflect on the important movements such as renaissance, reformation;
- ✓ analyse the radical changes brought about by the industrial revolution;
- ✓ evaluate the impact of imperialism on the world.

A Period of Transition		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none">➤ The period of transition – basic understanding.➤ Sources – Primary and Secondary.➤ Transition from Medieval to Modern Age (a brief mention of Renaissance, Reformation, Voyages, discoveries).➤ The Industrial Revolution – meaning and reasons why it began in England, major inventions, Impacts of Industrial Revolution.➤ Imperialism- Its meaning, caused and impacts with special reference to South Asian Countries.	<ul style="list-style-type: none">➤ Organising discussions on:<ul style="list-style-type: none">☛ the Renaissance – its meaning features, impact, etc.☛ the voyages and discoveries in the 16th - 18th centuries.☛ studying history through various sources and evidences.☛ the preservation/conservation of historical records.☛ life and times before the industrial revolution.☛ analysing the impacts of imperialism and colonialism with special reference to India.➤ Conducting a debate on the positive and negative impacts of the Industrial Revolution on societies all over the world.➤ Planning and organising a visit to the archives, followed by the children preparing a report on the trip.➤ Enactment/role plays/skit by children on the Industrial revolution, voyages and discoveries.	<ul style="list-style-type: none">➤ Charlie and the Chocolate Factory➤ Industrial Revolution through Charlie Chaplin.➤ Audio-visual aids<ul style="list-style-type: none">☛ News Papers and ICT.☛ Local villages.☛ Archives.☛ Factory or Industrial Unit.

A Period of Transition		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>➤ Assigning project work (after a visit to a factory or an industry manufacturing goods), on preparing a comparative analysis on handmade and manufactured goods.</p>	

Life Skills: Social skills- respect, empathy, sensitivity, compassion

Communication skills: Listening and verbalizing

Theme 2: The Growth of Nationalism

The theme 'The Growth of Nationalism' is crucial for enabling children to understand the changes in the thought process of people and the demand for equality and liberty in France and America. These movements finally resulted in social, political, religious and economic justice to the people of France and America and ended monarchy. This theme will help children understand how the world they live in has evolved in last three centuries.

Learning outcomes:

Children will be able to:

- ✓ identify the earliest Nationalist movements in history;
- ✓ examine major changes that occurred in the world due to the French revolution and the American War of Independence;
- ✓ analyse various factors leading to the French revolution;
- ✓ trace the history of the American War of Independence;
- ✓ identify the reasons for the Civil war;
- ✓ analyse the role played by Abraham Lincoln;
- ✓ evaluate and assess the impact of the civil war.

The Growth of Nationalism		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ The French Revolution – causes, the outbreak, impact, the post – revolution period, Napoleon Bonaparte (brief study of the revolution). ➤ The American War of Independence - colonies, causes, beginning, birth of the United States of America. ➤ American Civil War - background, causes, beginnings, role of Abraham Lincoln and the Gettysburg Address. 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the pros & cons of War ☛ the French Revolution and the ideas of Freedom, Equality and Fraternity. ☛ impact of the American Civil War. ➤ Audio Visual shows: <ul style="list-style-type: none"> ☛ Documentaries on 'The French Revolution' and 'The American War of Independence'. ☛ the Life and times of Abraham Lincoln. ➤ Enactment/ role plays/skits by children: <ul style="list-style-type: none"> ☛ based on the meeting of the Constituent Assembly in the French Revolution. ☛ on 'Abraham Lincoln.' ➤ Conducting activities: <ul style="list-style-type: none"> ☛ preparing a mind map of the related topics in a sequential order. ☛ organising a one-day seminar on the American Civil War. ☛ interactive time line. ☛ developing and showing a PPT on the American Civil war. 	<ul style="list-style-type: none"> ➤ Audio-visual aids- documentaries, clippings on American, French Revolution. ➤ Books. ➤ Short questions. ➤ Quizzes.

Theme 3: India in the 18th Century

The theme 'India in the 18th Century' focuses on developing an understanding of how the medieval period in Indian history gradually drew to a close following the death of Aurangzeb which marked the decline of the Mughal Empire. This was followed by the rise of independent regional kingdoms. These kingdoms were founded by powerful nobles who took advantage of the weak central authority and began to break away from the Mughal Empire. Children will also understand and appreciate the transition of India from medieval Mughal era to the modern British Period.

Learning outcomes:

Children will be able to:

- ✓ identify the Mughal rulers who ruled after Aurangzeb (later Mughals);
- ✓ discuss factors responsible for the decline of the Mughal empire;
- ✓ examine the rise of regional kingdoms;
- ✓ recognize the rising power of the Marathas under the Peshawas.

India in the 18 th Century		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Decline of the Mughal Empire – (Major factors/causes). ➤ Rise of independent/regional kingdoms- Hyderabad, Awadh, Bengal, Rajputs, Sikhs, Mysore, Marathas (brief). 	<ul style="list-style-type: none"> ➤ Building on children's previous learning. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ various reasons leading to the decline of the Mughal Empire. ☛ the invasion of Nadirshah and Ahmad Shah Abdali. ☛ factors that led to the rise of independent kingdoms. ☛ achievements of Hyder Ali and Tipu Sultan. ➤ Tracing the important independent kingdoms on an outline map of India. ➤ Audio Visual shows on: <ul style="list-style-type: none"> ☛ invasions of Nadir Shah and Ahmad Shah Abdali. ☛ the times of later Mughal Emperors. ☛ Haider Ali and Tipu Sultan. This may be followed by discussions. ➤ Enactment/role play by children on 'Tipu Sultan.' ➤ Conducting quizzes on various aspects of the theme. For e.g. Tipu Sultan, Ahmad Shah Abdali, Mughal Emperors. 	<ul style="list-style-type: none"> ➤ Essays and articles writings. ➤ Animated clips, videos and photographs of revolution. ➤ Quizzes. ➤ Map of India. ➤ Costumes and articles required for role plays.

Theme 4: Traders to Rulers

'Traders to Rulers' will help children understand how the British gradually gained political control over India and established their supremacy over different parts of the country. They will discover and gain insights into how the Battles of Plassey and Buxar led to the establishment of the British as a major power in India. Most parts of India were either directly or indirectly controlled by the British through various expansionist policies. They will also develop the ability to analyse the conditions of 18th century India and the impact of colonial rule on the country.

Learning outcomes:

Children will be able to:

- ✓ understand and discuss the system of trade and commerce in India in the 17th and 18th centuries;
- ✓ identify the intense rivalry among the trading companies;
- ✓ discuss the impact of the Battle of Plassey and Buxar in strengthening the British position in India;
- ✓ understand the expansionist policy of the British with reference to dual government, doctrine of lapse, subsidiary alliance and annexation of Avadh.

Traders to Rulers		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Advent of English East India Company- a brief mention ➤ Conquest of Bengal- Battle of Plassey, Buxar- causes and results. ➤ Dual Government- Drawbacks of Dual government. ➤ Policy of British Expansion (meaning and examples) – Doctrine of lapse, Subsidiary Alliance, Annexation of Awadh (pretext). 	<ul style="list-style-type: none"> ➤ Building on children's previous learning and experiences. ➤ Drawing a timeline and understanding dates on it ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Political, Trade and Commerce conditions of 18th century India. ☛ Conspiracies and rivalries for succession in the kingdoms. ☛ Strategies and new type of arms of the East India Company. ☛ Expansionist policy of the East India company. ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ Research work by children in groups or individually on the impact of British policies of expansion. They can write a small report. ☛ Mind mapping on the annexation of Awadh. ☛ The reasons for victory of the British over native rulers. ➤ Narrating events based on the rivalry among the trading communities and the monopoly of the East India Company. ➤ Depicting the British policy of expansion in the form of a small skit/play. ➤ Screening of a documentary/films/audio-videos on the advent of the East India Company in India. ➤ Organising a role play by children on the East India Company coming to India and the British taking over the country. 	<ul style="list-style-type: none"> ➤ Audio-visual aids ➤ Documentary, videos and films ➤ Books ➤ E-Content

Theme 5: British Policies and Impacts

'British Policies and Impacts' will enable children to understand that apart from the pro-western educational policy, the British also made administrative decisions, which affected India's economic structures. The main aim of the British government was to establish India as an agricultural supplier of cheap raw materials to the industries in England. Children will also be able to analyse the impact of British Rule on native traders, peasants and artisans.

Learning outcomes:

Children will be able to:

- ✓ critically analyze and reflect on the economic policy of India under the Company;
- ✓ identify the different land revenue systems introduced by the British;
- ✓ discuss and examine the impacts of the British rule on the traditional industries;
- ✓ evaluate and analyze the educational policy of the British.

British Policies and Impacts		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Economic policy <ul style="list-style-type: none"> ☛ <i>Land Revenue system (Permanent Settlement, Mahalwari, Ryotwari), highlight Permanent Settlement only,</i> ➤ Exploitation of artisans and weavers. ➤ Drain of wealth. ➤ Introduction of Modern Education. <p><i>Wood's Despatch (What was Wood's despatch and its effects).</i></p>	<ul style="list-style-type: none"> ➤ Building on children's previous learning and daily life experiences. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Comparing the economic condition of peasants, artisans and traders before and after the British rule. ☛ The pros and cons of the Land Revenue System with special mention of the permanent settlement. ☛ The objectives of British rulers for the introduction of modern education and its impacts. ☛ The long-term impact of the economic policy of British rulers. ➤ Written assignments on: <ul style="list-style-type: none"> ☛ A Case study on 'Wood's Despatch' and its effects. ☛ Research undertaken in groups/individually on the impacts of colonial policies on peasants and artists. ➤ Conducting a debate on the impact of modern education and introduction of English language in India - pros and cons. ➤ Screening of a movie on different aspects of the theme. ➤ Enactment/ role plays to highlight the exploitation of peasants under the British rule. 	<ul style="list-style-type: none"> ➤ Case study ➤ Research ➤ Mind Mapping

Theme 6: The Great Uprising of 1857

'The Great Uprising of 1857' deals with the first War of Independence of India against the oppressive colonial rule. The theme aims at enabling children to understand the reasons and results of the uprising and also the beginning of the National Movement in India.

Learning outcomes:

Children will be able to:

- ✓ analyse the reasons for the great uprising;
- ✓ trace and locate centres of the great uprising on an outline map of India;
- ✓ discuss the policy of lapse;
- ✓ examine the consequences of the great uprising of 1857.

The Great Uprising of 1857		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Reasons – political, socio religious, economic, military. ➤ Immediate causes. ➤ Leaders and Spread of the uprising ➤ Consequences. ➤ Nature of uprising. 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The social, political and economic conditions in the 19th century India. ☛ Analysing reasons for discontentment of the sepoys in the British army. ☛ Lord Dalhousie's policy of Lapse. ➤ Audio-Visuals shows on: <ul style="list-style-type: none"> ☛ Events that led to the great uprising of 1857. ☛ Leaders and centres of the Uprising and their contribution to the uprising of 1857. ➤ Enactment /Role plays by children: <ul style="list-style-type: none"> ☛ preparing a script for role play on Rani Laxmi Bai and its enactment in class. ☛ scripting a dialogue between Mangal Pandey and a British officer insisting on using the Enfield rifle. ➤ Written assignment based on: The last Mughal Emperor Bahadur Shah Jaffar and receiving threats of annexation of Empire by the British Rulers - ask children to write a report on the oppressive policies of the British rulers and read it in class. ➤ On an outline map of India ask children to mark the important centres of the uprising. ➤ Organising visits to important places related to the uprising and sharing their experiences. 	<ul style="list-style-type: none"> ➤ Related videos and PPTs. ➤ ICT. ➤ Related books and comic series.

Theme 7: Socio-Religious Reforms

The theme 'Social Reformers' deals with the socio-religious awakening in the 19th century India during which period educated Indians initiated a number of movements to bring about socio-cultural changes in the Indian society. This was the result of the British era bringing about many changes in almost every aspect of Indian society. British imperialism led to the imposition of western ideas about rationality and scientific thinking on Indian society. The theme aims at enabling children to understand how the native people in India started resisting colonial ideas of superiority.

Learning outcomes:

Children will be able to:

- ✓ identify the socio-religious practices that existed in Indian society in the 19th century;
- ✓ discuss the importance of social reform movements during the 19th & 20th century raising awareness about prevalent social practices;
- ✓ explain the efforts of the reformers to deal with issues such as caste system, child marriage, sati pratha, etc.;
- ✓ analyse the impact of the reform movement on the Indian society;
- ✓ appreciate the role of social reformers.

Socio-Religious Reforms		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Contribution of Social Reformers in brief: Raja Ram Mohan Roy, Ishwar Chand Vidyasagar, Dayanand Saraswati, Swami Vivekanand, Jyotiba Phule, Annie Beasant, Veerasalingam, Kandukuri, Sree Narayana Guru, Sir Syed Ahmad Khan and Singh Sabhas 	<ul style="list-style-type: none"> ➤ Building on children's previous learning and daily experiences and views. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the social evils in the Indian society in 18th century India under the British rule. ☛ Comparing society in India in the 19th century with that of the present day. ☛ role of the different social reformers and their impact on society. ➤ Enactment /Role Plays/Skits by children on the evils present in the Indian society during the British rule. ➤ Conducting debates on existing social evils (post-independence). ➤ Written assignments on: <ul style="list-style-type: none"> ☛ Preparing multiple choice questions for revision. ☛ Case study on the contribution of different social reformers. ☛ Research undertaken on the British rule and writing project reports on the conditions of women in the 19th century. ➤ Preparing a collage of social reformers. 	<ul style="list-style-type: none"> ➤ Related PPT's/Audios/visuals. ➤ Books/ICT. ➤ Essays, Articles, animated clips. ➤ Audio visuals. ➤ Role Play ➤ Debate ➤ Creative expression ➤ Collage making

Theme 8: India's Struggle for Freedom

India's Struggle for Freedom is one of the important turning points in the history of India. This theme provides an insight into a phase that changed the course of India's future. The end of the 19th century and the beginning of 20th century witnessed the rise of nationalist feelings among many Indians. These feelings ultimately led to the birth of Indian National Movement. The foundation of Indian National Congress marked the beginning of an organised political movement by Indians. The politically active Indians expressed their dissatisfaction with the exploitation of Colonial rule in India that gradually gained the momentum for the demand of self-rule. Mahatma Gandhi adopted the unique method of protest based on Satyagraha and Non-Violence that finally led the country to its independence. This theme will enable children to understand and appreciate the contributions and the sacrifices made by our nationalist leaders for the sake of freedom of our country.

Learning outcomes:

Children will be able to:

- ✓ define nationalism and identify factors giving rise to nationalism;
- ✓ state the objectives of the Indian National Congress;
- ✓ discuss and comprehend the methods and demands of the moderates;
- ✓ appreciate the ideas of Nationalism and Swadeshi;
- ✓ identify the significance of the Home Rule Movement and the Lucknow Pact;
- ✓ discuss various campaigns initiated by Gandhi;
- ✓ explain the various factors responsible for the launching of Non-Cooperation and Civil Disobedience movement and Quit India movement;
- ✓ discuss the impact of the mass movements;
- ✓ analyse the objectives of Forward Bloc and the INA;
- ✓ examine the various clauses of the Indian Independence Act;
- ✓ appreciate and reflect on the sacrifices made by our national heroes.

India's Struggle for Freedom

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
Phase 1 <ul style="list-style-type: none"> ➤ Rise of nationalism – factors- economic exploitation, spread of western education, role of the Press, repressive policy of Lord Lytton (to be covered briefly) ➤ Early political associations – The Indian National Congress (formation and objectives), The Moderates- leaders, methods, demands Partition of Bengal- only the Anti Partition 	<ul style="list-style-type: none"> ➤ Building on children's previous learning. ➤ Providing opportunities for children to share their experiences and views on the theme both individually and in groups. ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Factors giving rise to nationalism with special reference to the role of the press. ☛ Ideas of Swadeshi and Boycott. ☛ Emergence to Gandhi as a leader of the masses. ☛ Ahimsa and Satyagraha ☛ Split and Rule policy of the British ☛ Mind mapping of causes, events and impact of the mass movements. 	<ul style="list-style-type: none"> ➤ Movie on Mahatma Gandhi and S.C Bose. ➤ Class assembly depicting-mass movements of Mahatma Gandhi ➤ Collage/charts on the contribution of Mahatma Gandhi. ➤ Case study. ➤ Flow Chart. ➤ Videos. ➤ Documentaries on Freedom Struggle, experts/Historians/Freedom Fighters. ➤ Projects.

India's Struggle for Freedom

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>Movement-Swadeshi and Boycott to be covered briefly, Surat split- a brief understanding.</p> <p>Phase 2</p> <ul style="list-style-type: none"> ➤ Home Rule Movement- leaders and objectives, Lucknow Pact (1916)- as Unity Pact (a brief understanding). ➤ Gandhian Era (1917 – 1947). ➤ Early campaigns- Kheda, Champaran, Ahmedabad (a brief description). ➤ Mass Movements-Non-cooperation (causes, withdrawal, impact), Rowlatt Act, Jallianwala, Khilafat (Chauri-Chaura). ➤ Civil Disobedience Movement (causes) Simon Commission, Lahore Session Quit India-Forward Bloc and INA (objectives only) Independence and partition – Cabinet Mission Plan, Mountbatten plan, Indian Independence Act (only clauses). 	<ul style="list-style-type: none"> ➤ Preparing a project on the role of the press in the rise of nationalism in India. ➤ Audio Visuals/documentaries on: <ul style="list-style-type: none"> ☛ the role of Subhash Chandra Bose or other freedom fighters in the freedom struggle. ☛ The mass movements of Mahatma Gandhi. ➤ Written Assignments on: <ul style="list-style-type: none"> ☛ Preparing a project report on the 'Role of Mahatma Gandhi in the freedom struggle'. ☛ Preparing a flow chart of important dates and events in the national movement. ☛ The contribution of local leaders in the National movement. ☛ Preparing a Flow chart of important dates. ➤ Making a Case Study on: <ul style="list-style-type: none"> ☛ Mohammad Ali Jinnah and the demand for Pakistan. ☛ Partition and its impact. ☛ Subhash Chandra Bose and the forward block. ➤ Organising visits/ trips to: <ul style="list-style-type: none"> ☛ Public libraries. ☛ museums and Archives. ☛ historical places related to the freedom movement. ➤ Conducting a seminar and inviting resource persons to reinforce learning concepts about related issues. ➤ Organising a class assembly on the Role of Mahatma Gandhi in the Freedom Struggle. ➤ Tracing the important sessions of the Congress on the map of India. ➤ Enactment/ role plays by children on: <ul style="list-style-type: none"> ☛ The life of Mahatma Gandhi, Netaji Subhash Chandra Bose, Sardar Vallabhai Patel, etc. ☛ The famous movements of Mahatma Gandhi. ➤ Depicting the Anti-partition movements i.e. Swadeshi & Boycott. 	

CIVICS

Theme 1: The Three main Organs of the Indian Government: Legislature, Executive, Judiciary

The Legislature, Executive and the Judiciary form the main organs of governance in India. The Union Legislature is entrusted with the task of making laws. Similarly, the Union Executives are entrusted with the task of enforcing laws throughout the country. The Legislature includes Lok Sabha and Rajya Sabha, whereas the Executive includes the President, the Vice-President and the Prime Minister and the other Ministers. The Judiciary is the third branch or the pillar of the Indian democratic setup. This theme will enable children to understand the nature and functions of the government of their country.

Learning outcomes:

Children will be able to:

- ✓ discuss the composition of the Indian parliament - the Lok Sabha and Rajya Sabha;
- ✓ compare and understand the working of the Lok Sabha and the Rajya Sabha;
- ✓ describe the relation between the two houses;
- ✓ explain the powers and the functions of the Union Parliament;
- ✓ state the qualifications, elections, powers and functions of the President, Prime minister and Council of ministers;
- ✓ discuss the composition of the Supreme court and High court and state the qualifications and appointment of judges to the Supreme court and High court;
- ✓ highlight the powers and functions of Judges of the supreme court and high courts;
- ✓ discuss the concept of judicial review and court of record;
- ✓ explain the term 'writ' giving examples.

The Three main Organs of the Indian Government: Legislature, Executive, Judiciary

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Legislature – Lok Sabha and Rajya Sabha, composition, term, election, qualifications, Presidency officer. Powers & functions of the Union Parliament. ➤ Executive – The President, The Vice-President, Prime Minister and Council of Ministers- qualifications, election (method not procedure) powers and functions. ➤ The Judiciary– The Supreme Court and High Court – Composition, qualifications of judges, appointment, Jurisdiction and functions: Original, Appellate, Revisory, Judicial Review, Court of Record, Writs, what are Writs-few examples 	<ul style="list-style-type: none"> ➤ Organising discussions with children on: <ul style="list-style-type: none"> ☛ The composition and working of the Union Parliament. ☛ The Composition of the Supreme Court and High Court, qualifications of the President, the Prime minister and the Council of ministers. ☛ Powers and functions of the Union parliament. ➤ Conducting Visits/Field Trips to: <ul style="list-style-type: none"> ☛ The Rashtrapati Bhawan, Supreme Court, Parliament House, etc. to facilitate a better comprehension. ☛ To the State Assembly House/ High Court/ Local Courts to understand the functioning of the Judiciary. ➤ Conducting a Mock Court session to know about the working of the Judiciary. ➤ Planning and organising a “Mock Parliament” to explain the working of the Parliament. 	<ul style="list-style-type: none"> ➤ Audio-visual aids. ➤ Clippings of newspapers and magazines. ➤ Rashtrapati Bhawan. ➤ Parliament in session. ➤ Local Courts.

Theme 2: United Nations

The beginning of the 20th century witnessed World War I, the horror and tragedy of which devastated the world. There was an overwhelming desire for an end to the war and an establishment of peace and security in the world. The United Nations was formed for this purpose in 1945. Some other objectives of UN organs and agencies that work together is to improve the lives of poor people, to eradicate hunger, disease and illiteracy and to encourage mutual respect for each other's right and freedoms. This theme will help children appreciate the role and services of United Nations.

Learning outcomes:

Children will be able to:

- ✓ understand and describe the aims and principles of the United Nations(U.N.);
- ✓ outline the organs of the U.N.;
- ✓ discuss the composition of the General Assembly, Security Council and the International Court of Justice;
- ✓ highlight the functions of the U.N. Agencies (UNESCO, UNICEF, WHO);
- ✓ appreciate the role and services provided by U.N. Agencies.

United Nations		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Aims and Principles, Organs (all SLR mention in brief)- General Assembly, Security Council, International Court of Justice (detail) – Composition and functions. ➤ Agencies of UN – UNESCO, UNICEF, WHO – functions only. 	<ul style="list-style-type: none"> ➤ Carrying out survey on the functioning of the UN ➤ Preparing Bulletin Boards-agency of UN ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ The aims and principles of the United Nations. ☛ The composition and functions of Different Organs of the UN. ➤ Writing a report on the working of WHO on eradication of life threatening diseases in the world. ➤ Model making on: Any one heritage site under protection from the UNESCO. ➤ Analysing the work done by the UNICEF in providing clean and safe drinking water to children of developing countries. ➤ Conducting a role Play based on a Model United Nation “MUN” for a first-hand experience. ➤ Showing short documentaries on the UNICEF, WHO, ILO, UNESCO. 	<ul style="list-style-type: none"> ➤ Audio-visual aids. ➤ Project work-research work/making report on eradication of Zika & Ebola viruses